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ABSTRACT

Representatives of 28 of the 33 predominantly black institutions met at the Working Conference-Meeting of Deans of Black Graduate Schools, held in Washington, D.C., April 28-30, 1975. This report presents highlights of their examination of these nine major questions: (1) During these times of integration, compliance, and affirmative action, why the emphasis on black graduate education? (2) What will be its role in providing new career opportunities for its potential clients? (3) Is the lack of financial aid a problem related to maintenance of quality education at black graduate schools? (4) What is unique and vital about black graduate schools? (5) Is community service a high priority at black graduate schools? (6) Are resources adequate? (7) Are the schools research-oriented? (8) How can we justify increasing manpower production in black graduate schools? (9) What projected estimates for graduate education at predominantly black colleges and universities can be made based on current trends? Recommendations are made that cover international education, research, medical and health manpower needs, alumni, continuing education seminars for federal personnel, national committee and advisory board appointments, cooperative arrangements, and projected development through 1980. (Author/LBH)

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Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities

A Report of the Office of Education Working Conference-Meeting of Deans of Black Graduate Schools

ED144457

HE009241

Department of Health, Education, and Welfare/Office of Education

HIGHLIGHTS

Some Questions and Answers

Exploring together common problems and implications for the future, the Deans indicated during the working conference, their responses to nine major questions.

1. WHY BLACK GRADUATE EDUCATION? DURING THESE TIMES OF INTEGRATION, COMPLIANCE AND AFFIRMATIVE ACTION, WHY THE EMPHASIS ON BLACK GRADUATE EDUCATION?
2. WHAT WILL BE THE ROLE OF THE BLACK GRADUATE SCHOOL IN PROVIDING NEW CAREER OPPORTUNITIES FOR ITS POTENTIAL CLIENTS?
3. IS THE LACK OF FINANCIAL AID A PROBLEM RELATED TO MAINTENANCE OF QUALITY EDUCATION AT BLACK GRADUATE SCHOOLS?
4. WHAT IS UNIQUE AND VITAL ABOUT BLACK GRADUATE SCHOOLS?
5. IS COMMUNITY SERVICE A HIGH PRIORITY AT BLACK GRADUATE SCHOOLS?
6. ARE RESOURCES ADEQUATE AT THE BLACK GRADUATE SCHOOLS?
7. ARE BLACK GRADUATE SCHOOLS RESEARCH ORIENTED?
8. HOW CAN WE JUSTIFY INCREASING MANPOWER PRODUCTION IN BLACK GRADUATE SCHOOLS?
9. WHAT PROJECTED ESTIMATES FOR GRADUATE EDUCATION AT PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES CAN BE MADE BASED ON CURRENT TRENDS?

Recommendations

- General
- International Education
- Research
- Medical and Health Manpower Needs
- Alumni
- Continuing Education Seminars for Federal Personnel
- National Committee and Advisory Board Appointments
- Cooperative Arrangements
- Projected Development Through 1980

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Toward the Maintenance of Quality Graduate Education in Historically Black Colleges and Universities

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, *Secretary*
Virginia Y. Trotter, *Assistant Secretary for Education*
Office of Education
William F. Pierce, Acting Commissioner

OCTOBER 1976

FOREWORD

In response to the invitation of the Office of Education, the Working Conference-Meeting of Deans of Black Graduate Schools was convened in Washington, D.C., April 28-30, 1975. The conference site on April 28 was the U.S. Office of Education headquarters and on April 29 and 30 at Howard University.

Essentially, the meeting had three general purposes:

1. To open the dialogue between representatives of the Office of Education and the deans of graduate schools of 33 predominantly Black institutions;
2. To firm up the ongoing organizational structure of the Deans of Black Graduate Schools; and
3. To explore the areas of mutual interest and support between the organized group (Deans of Black Graduate Schools) and the Office of Education.

The role of graduate education in the universities of the United States and its growing effect upon the international scene is widely understood. The 33 predominantly Black graduate schools in the United States are not a homogeneous group.

Student enrollment and faculty in these institutions reflect a varied ethnic mixture and cultural groups with unique characteristics and strengths. These graduate schools are attacking, as members of the international education community, the difficult and humane task of associating with others to discover meaning in the lives of people while assisting in the development of confidence and skill to find our way in a changing world.

The sessions which were held at Howard University to a large extent linked the discussions held at the Office of Education. In addition to the fruitful work sessions which occurred, formal sessions at Howard University featured statements by prominent educators interested in establishing a larger understanding of the vital concerns of Black graduate schools and the role which research and development will play in their future.

This report is released with the hope that it successfully places in perspective:

1. The events which led up to the working conference-meeting in Washington, D.C.;
2. Current problems and priorities of Black graduate schools;
3. Pressing issues which presently affect growth in these institutions;
4. The recommendations and proposed solutions to problems indicated in the early pages of the report; and
5. Projections concerning the future role of Black graduate schools.

Representatives from twenty-eight of the thirty-three predominantly Black graduate schools participated in the working conference-meeting. The sessions represented the fruition of efforts to bring deans of Black graduate schools into contact with significant Federal agencies capable of affecting their status and providing them with the information and support to achieve their legitimate ends.

The Office of Education acknowledges the assistance of the Black Concerns Staff which served in a co-liaison role with representatives of the Bureau of Post-Secondary Education. Both of these administrative units of the Office of Education played a major role in completing formal arrangements for the working conference-meeting.

This report represents an initial step toward the achievement of a long-range goal—that the Commissioner of Education shall engage in a continuing dialogue emerging from the recommendations of the Deans of Black Graduate Schools incorporated in the pages of the report. The recommendations indicate pressing areas of interest and needs of predominantly Black graduate schools in the United States.

COMMISSIONER
U.S. OFFICE OF EDUCATION

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I. BACKGROUND STATEMENT: BLACK GRADUATE SCHOOLS

In November 1972 there were twenty-seven Black graduate schools located in Washington, D.C. and thirteen states. Since 1973, three other institutions have been authorized to offer graduate programs: Grambling State University, 1974, Alcorn A&M, and Mississippi Valley State Universities in 1975. Twenty-three of the Black graduate schools are publicly controlled and seven are privately controlled. Black graduate schools seem to have been founded in clusters; the private schools entered the arena first. The clusters began to form in the late 1920s and are still forming today. Generally it can be said that about half of the current graduate programs at Black institutions were established before the Brown Decision by the Supreme Court in 1954 and about half since that time.

Their Mission

The full meaning of the history of Black graduate schools is intimately related to and an outgrowth of their mission. Black graduate schools (in common with other institutions) pursue the universal concerns of higher education but they also serve as an additional function in their distinctive ability to fulfill a role which is peculiarly oriented toward the needs of a special cultural group. Black graduate schools provide an avenue of cultural mobility for those people who have had constructive experiences of success in the traditional educational system of the country. In short, the Black graduate schools have, of necessity, had to be responsive to the social and educational problems of their student population. For this population they have had to provide programs of scholarship and research which met career and professional needs. These schools served also as the only avenue open to many talented students who otherwise would not have been able to acquire graduate training. Further, Black graduate schools can and must serve as centers for serious research and study concerning significant aspects of the Black experience. An important aspect of the place which these institutions hold in American higher education is a function of the educational load which they carry. Here the similarities between the Black undergraduate and the Black graduate school are clearly discernible. It can be stated categorically that these institutions have performed a task for the nation that other institutions either could not or would not do.

Some indication of the achievement record of Black graduate schools can be seen by examining their production in 1973. According to a study conducted by the Institute for Services to Education, Black graduate schools in 1973 awarded 5,545 master's degrees and 43 doctorates.* The same source listed the enrollment in Black graduate schools for fall 1973 as 19,919. Another significant characteristic of Black graduate schools has been the enrollment growth which they sustained during the last five years. Another study of twenty-three of the twenty-seven Black schools then in operation shows that the enrollment change from spring 1969 to spring 1973 was phenomenal.** The respective enrollments were 5,537 and 14,393. Just as significant was the increase in the production of master's degrees. According to the study just noted, the twenty-three institutions included in the survey produced 1,854 master's degrees in 1968 and 3,382 master's degrees in 1972.***

Program Diversification is Growing

Programs of Black graduate schools must be examined within the context of the circumstances under which they operate. Currently, the majority of these programs include multiple structures for the master's degree; most lean heavily on degrees in education. A significant number of institutions, however, are moving rapidly to diversify their graduate programs.

While some programs remain basically traditional, others are attempting to respond to new demands consistent with the marketability of educational skills. Most of these institutions offer only the master's degree. The four that offer the doctorate are Atlanta University, Meharry Medical College, Texas Southern University, and Howard University.

When speaking of Black graduate schools, one is referring to thirty institutions that offer systematic programs leading to master's and doctor's degrees. These degree structures may be stated more graphically in

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*Blake, Elias, Jr., et al. I.S.E. RESEARCH REPORT: *Degrees Granted and Enrollment Trends in Historically Black Colleges: An Eight-Year Study*. Washington, D.C.: Institute for Services to Education, Inc. October 1974. 48 pp.

**Edited and compiled by Henry E. Cobb, *Mission, Status, Problems and Priorities of Black Graduate Schools*, 1975 (accepted for publication by the National Board of Graduate Education).

***As indicated in the study these summaries do not include incomplete data from some of the reporting institutions.

another way if one takes the number 108 which represents the total count of predominantly Black institutions in the United States, you can simply say that about one-fourth of these institutions offer some kind of graduate program. Most of these schools offer a master's program leading to the M.Ed., M.S., or M.A. degrees. Other degrees such as the M. Business Administration, M.A. Teaching, and M. Social Work are offered at a smaller number of schools; the M. City Jurisprudence, M. Architecture, and M. City Planning at still fewer.

Meaningful Access to Graduate Education

Before the discussion on programs is closed, special note should be made of several areas to which minority students have difficulty gaining access. In this connection, the following summary is offered:

1. Nearly all Black graduate schools offer programs in teacher education. Indeed, the emphasis in this area has caused some rather well-prepared observers to overlook the fact that these same schools have now moved to diversify their programs.
2. Over half of the thirty schools under examination offer master's degrees in from four to seven fields outside of education.
3. The largest school and possessing by far the most comprehensive program of study is Howard University. This university offers a master's degree in approximately fifty areas of study. Because many of these degrees are not offered at the other Black schools, special note will be made of the atypical fields:
   - –African Studies
   - –Russian
   - –Hospital Administration
   - –Architecture
   - –Comparative Jurisprudence
   - –City Planning

   These are, of course, offered in addition to the regular programs of History, English, Mathematics, etc., that one finds in a major university. Howard also offers the Ph.D. in 10-18 fields. But, what one finds most impressive is the capacity for graduate program expansion and growth. Ph.D. programs in a number of other areas including sociology and economics are either in the planning stages or set to go into operation. It is brought to the attention of the reader that there is no excess of Black Ph.D.'s today, but a need for highly trained Black Ph.D.'s is a continuing one.

It should be a matter of interest to indicate (as below) which of these schools offer programs where graduate degree holders are still very much in demand or which deal with highly visible and relevant problems in contemporary American life.

4. Those who work continuously with placing students in graduate schools have found some areas practically closed at the major universities. One such area is psychology. Several of the Black universities offer master's programs in this field. Schools that have operating programs are Howard, Tennessee State, Alabama A & M, North Carolina Central, Virginia State and Fisk. Federal City College offers a program in Community Psychology. Tennessee State University has an area of Psychological Services.
5. At least two Black graduate schools offer M.A. degrees in Afro-American or Black Studies. They are Atlanta University and Southern University.
6. Recently, because of a growing emphasis on systems management and other decision sciences, perhaps, the M.B.A. has become a very popular degree. This trend probably reflects a tilt toward the development of operational skills instead of an emphasis on research. Eight Black schools offer programs leading to the M.B.A.–Morgan, Jackson State, Howard, Savannah State, Federal City College, Texas Southern, Alabama A & M, and Atlanta University.
7. Either there has been somehow created an artificial condition of scarcity or there is a real dearth of Black sociologists especially with the terminal degree. There are seven Black graduate schools where the budding sociologist might begin graduate work–Atlanta, Howard, Texas Southern, Fisk, Prairie View, North Carolina Central, and Jackson State.
8. While there are several schools that offer some type of graduate program in Media, Alabama A & M University, Jackson State University, Southern University and Atlanta University offer master's degrees in Library Science. This latter institution has won some recognition in the area.
9. Four schools–Howard, Morgan, Fisk and Alabama A & M Universities–offer master's degrees in Urban Studies.
10. Tuskegee, Howard and North Carolina A & T offer the master's in Engineering. Tuskegee and Jackson State University also offer the M.S. in Environmental Science.

Before access to graduate education can have meaning for minority youth, the availability of programs must be linked with means for meeting the financial demands of those programs. In short, student financial aid is crucial for the realization of educational plans regardless of how well they have been thought out. This is a matter to which we will return in this report.

II. HISTORICAL PERSPECTIVE: DEANS OF BLACK GRADUATE SCHOOLS

The idea of a Conference of Deans of Black Graduate Schools had its origin in extended discussions between Dean Henry Cobb of Southern University and Dean Ernest Patterson of the University of Colorado. In November 1972, a small group of individuals including the above deans (along with several staff members of the Educational Testing Service) attempted to move the idea from the realm of the abstract to a point of reality. The major decision made during this meeting was that a letter should be sent to the Graduate Record Examinations Board putting the matter before its President, Dr. Michael J. Pelczar, Jr., with the hope of enlisting his aid for furthering the idea and the securing of financial and other support for the project.

The central idea was that graduate education, generally, and graduate educational opportunities for Blacks, specifically, could be affected in a positive way if Black graduate schools were given some assistance in solving their problems. This idea still constitutes one of the basic theoretical outlooks of the organization during its present stage of development. Fortunately, the transactions between what had (by that time) become a small group or advisory panel of deans of graduate divisions of Black institutions and the Graduate Record Examinations Board were productive. Much of the credit for this successful outcome should go to Dean Patterson and the interested members of the Educational Testing Service staff. The support of the President of the Graduate Record Examinations Board (which was indispensable to the success of the venture) was a positive factor at all times.

The net result of the meetings between the small group of deans and the ETS/GREB representatives was that a *proposal* was drafted and presented to the GREB to fund a first meeting of the Deans of Black Graduate Schools as an organized group. Because that proposal contained the rationale for the "projected meeting," a categorization of problems and needs, planning strategies and possible outcomes of the anticipated meeting, the document serves as a rather accurate source for a set of parameters against which the progress of the organization—the Deans of Black Graduate Schools—can be measured.

First of all, the proposal acknowledged as a basic source a paper entitled "Problems and Challenges of Instruction in the Traditional Black Graduate School." The proposal notes: "Dr. Henry Cobb, Dean of Graduate Studies at Southern University, provided a most succinct and pertinent discussion of the problems and concerns of Black graduate schools in a speech before the Conference of Southern Graduate Schools in May 1972. Because of its appropriateness, it is quoted here at length."

In summary, that paper indicated that Black graduate schools suffer from most of the same problems that bes[illegible] the Black undergraduate college such as low prestige, isolation, inadequate financing, narrow program structures, a state of impermanency, inadequate staff, and (for most of their histories) restricted student bodies. The paper also urged that these institutions inventory their strengths and weaknesses; that they attempt to negotiate future involvement on the basis of prior successes; that they place high on their program agendas fields of high societal demand and that they strive to "employ well thought-out strategies for implementing programs."

The "Proposal for a Conference of Deans of Black Graduate Schools" was submitted to the Graduate Record Examinations Board. The proposal was put into final form including technical editing, by Dr. Richard L. Burns, Director of College and University Programs, and his colleagues at ETS. It contained additional substantive material that helped to mark out areas of concern and to set meaningful priorities for the projected conference of deans and for the institutions that were slated to compose its membership. Generally, these issues appear as goals, strategies, and outcomes. As soon as discussion of problems and solutions began, it became readily apparent that any organization of the leadership of the graduate divisions of Black institutions would have to include in its plans provisions for long-range and short-range goals. Basic to all other strategies was the need to broaden the participation of the Deans of Black Graduate Schools in finding solutions to their own problems. Drawing on these broad principles the developers of the proposal arrived at the following summary of the purposes of the conference:

1. to identify and articulate the status and problems of graduate education in Black institutions;
2. to identify and articulate the goals and future of graduate education in Black institutions;
3. to provide a vehicle for interaction between those most vitally concerned;
4. to provide the initiation for the development of

an ongoing organization of Deans of Black Graduate Schools should that be their desire; and

5. to develop the basis for proposals to speak to the solutions of problems identified in the conference.

When the plans for the meeting materialized, most of these projected purposes were translated into actual outcomes.

With financial support from the GREB and some assistance from the Johnson Foundations of Racine, Wisconsin, the Deans of Black Graduate Schools met in Atlanta, Georgia, October 1-2, 1973. Twenty-three of the twenty-seven institutions in this group were represented. The meeting was also well attended by the leadership of the larger graduate community. Representatives from the Conference of Southern Graduate Schools, the National Board on Graduate Education, and the Council of Graduate Schools of the United States also attended.

Presentations were made by: Dr. Ernest Patterson, Assistant Dean of the Graduate School, University of Colorado; Dean Carroll Miller, Howard University; Dean Michael Pelczar, University of Maryland; Dean Albert Spruill, North Carolina A&T State University; Dean Oscar A. Rogers, Jackson State University; President Herman Branson, Lincoln University and the National Board of Graduate Education; Dr. Elias Blake, Institute for Services to Education; Dr. Herchelle Challenor, Ford Foundation; and Dr. Leonard Spearman, U.S. Office of Education. Dr. Boyd Page of the Council of Graduate Schools of the United States made insightful remarks and otherwise gave assistance.

The 1973 Atlanta meeting marked the first time in recent years that any general meeting of Black graduate schools had been called. The idea of establishing some type of permanent organization through which their collective impulses could be felt was new in Black graduate education. Not only did most of these institutions exist in isolation from the educational mainstream but also in isolation from each other. All felt, therefore, that one specific result of an ongoing organization of deans of graduate divisions of Black institutions with a regular meeting schedule would be idea exchange—leading to a form of cross fertilization which would be beneficial to the membership in particular and to graduate education in general.

As a result of the 1973 Atlanta Conference a number of the projected goals of the deans were achieved. The meeting provided an excellent forum for the discussion of mutual problems with an opportunity to get expert advice from the highly selected group of knowledgeable persons invited to attend.

Shared comment reinforced a growing bond among the institutions involved. The 1973 meeting brought the needs, problems, and concerns of Black graduate schools into clearer regional and national focus. And, the establishment of an ongoing organization of Deans of Black Graduate Schools not only provided a vehicle for articulating the needs of these schools but also served as a much needed medium through which these institutions could communicate with the power elements in both the private and public sectors about educational problems.

The Atlanta meeting generated a body of literature by and about Black graduate schools that is raising the concerns of these schools to the level of growing research interest. The first step in that direction was the production and circulation to the conference participants of the proceedings of the Atlanta Conference.

After seeing the results of this work—and in an effort to provide a wider audience for the proceedings—the GREB Board requested permission from Dr. Cobb to have sufficient copies reproduced for distribution to the Membership of the Council of Graduate Schools. Dean Rogers expressed the hope that her fellow deans would agree with her that what had been done by the GREB was a worthwhile effort in the interest of the entire graduate community.*

*Letter: Dr. Lorene L. Rogers, Chairman GREB, May 1, 1975.

III. CURRENT PROBLEMS OF BLACK GRADUATE SCHOOLS

One of the major objectives of the Deans of Black Graduate Schools from its inception was to provide a mechanism for joint exploration of common problems and to bring the institutions represented by the Conference into closer association with other agencies concerned with the entire spectrum of graduate education. Hence, the leadership of the organization has pressed the membership to affiliate with the Conference of Southern Graduate Schools and to qualify for membership in the Council of Graduate Schools of the United States. A significant aspect of this thrust has been an attempt to secure support and establish a connection between the mission of Black graduate schools and the various policy alternatives for higher education of the Federal Government. The recent relationship between the Office of Education and the Conference is a manifestation of the results of efforts in that direction. Although this section has adopted the heading "Current Problems," many of these problems are "current" only in the sense that they constitute realities with which these institutions still have to grapple. They have, in fact, been in existence as long as the institutions. Further, these problems, when listed, simply represent a point on a neglect continuum at which educational needs become visible.

1. *High on any list of problems which Black graduate schools must face is the dual impact of legal and legislative pronouncements.* On the one hand Black graduate schools suffer from the absence of legislation and other legal supports that expressly provide for their protection and their development into institutions recognized and promoted as national assets. On the other hand, recent Federal legislation and court decisions seemed to have developed an aura of impermanency about these institutions that are predominantly attended by Blacks, low income and multi-national students. The 1964 Civil Rights Act and the impact of the Adams vs. Richardson Decision are regarded by many as threats to the continued existence of Black graduate schools. There is a lingering belief that in the drive to eradicate dual systems of education, only the institutions with the higher prestige, greater financial support and the stronger potential backing will survive. As a consequence, Black graduate schools and the undergraduate institutions on which they have been grafted would either be discontinued or absorbed.

2. *A perennial problem with which Black institutions, and Black graduate schools have had to deal has been insufficient financial support.* Many of the funds which are allocated to higher education are earmarked for research. They are therefore channeled to those institutions with recognized capabilities in research. These institutions not only contribute to the national goals through the production of significant research, but also through the process of achieving this end, they provide unique opportunities for the training of young researchers who are completing their doctoral training. To be sure, only about one hundred universities are favored with this kind of opportunity. But more important an institution which does not offer the doctorate and which does not have in its regular budgetary allocation considerable funds for a research effort is almost automatically eliminated from participating in this competition. Most, if not all, predominantly Black graduate schools are screened out of this process on those grounds.

Support for research establishes a pattern for student support. Grants to researchers provide opportunities for financial support to student assistants and opportunity for these students to become familiar with the sophisticated techniques for producing graduates which establishes a cycle which tends to reproduce itself.

In requesting financial aid for both operation and development, Black graduate schools tend to give priority to financial assistance for low income student support, for faculty recruitment and development, for additional library resources and for research equipment to strengthen existing programs or to mount new programs in science and engineering. Some private schools make strong cases for funds for capital outlay; public institutions, however, do not list this as a high priority. Nevertheless, all of these institutions could benefit from assistance that would enable them to promote programs which they have chosen as their major thrust.

3. *If Black graduate schools are to develop into or maintain themselves as viable centers of learning, the programs of most of these institutions will have to be updated in terms of relevancy, magnitude, quality, and clarity of purpose.* As has already been noted, most of these institutions conduct programs which are exceptionally narrow in focus and too few offer opportunities to study toward the doctor's degree. The limited number of Black doctorates produced in all fields and by all institutions in the United States was only 760 in 1973.

This production amounted to 2.7 percent of the earned doctorates received by U.S. citizens in that year. *These two points indicate that the production of doctorates in the Black graduate school is not only abominably low but greatly in need of diversification.* Significantly, the production of doctorates in the various areas serves as an index for measuring the *availability* of Blacks with doctoral level training to enter education, industry, and public service. Only one of the four Black institutions with doctoral programs has been in the business a sufficient time and on large enough scale to have its production make even the smallest impact.

The above results do not encourage an expectation that major institutions now granting the doctorate can or will appreciably change this rather bleak picture. The situation clearly argues for the enlargement and strengthening of doctoral producing structures in Black institutions that already have this kind of curriculum design and the erection of others strategically located according to geography, population, and manpower needs. Further, the curriculums of Black graduate schools must reflect in their structure and objectives current and emerging needs of American society.

4. *Central to any plan for developing and maintaining quality education at Black graduate schools is the human element.* This means that students, faculty, and administrators must be given careful scrutiny as to group composition and role, whatever the operating structure. The composition of the faculty and student bodies have been at many but not all of these institutions historically limited to Blacks. The removal of legal and other external constraints now makes it possible to operate these institutions in a developing pluralistic pattern. Further, legal prohibitions now in force demand a complete reversal of former admissions policies for students and hiring policies with a rather large mixture of non-Blacks, and a significant number have student bodies that are becoming increasingly multi-ethnic. As each group enters these institutions searching for the key to upward mobility and self-realization, these multifaceted challenges create new stresses and strains for the existing administrative structures. As a consequence, administrators will not only have to develop and administer policies consistent with the changing nature of the clientele they serve, but will in all probability be forced to learn about and provide support for *new* cultural expressions which a few years ago would have been considered alien. The preparation of the faculty and the administration will have to keep pace with the expansion and diversification of both curricula and support services.

5. *Lack of an adequate data base has long been a deficiency associated with Black educational institutions.* In earlier times this resulted from the inability to hire the number and quality of personnel needed to compile such data. To a very large extent the old cause for the inadequacy still persists, but is exacerbated by the need for sophisticated equipment necessary to maintain a quality information service. Black graduate schools are hampered by inadequate management information for engaging in long range planning to meet budgetary and manpower projections. As a result programmatic structures are often developed on a crash basis which adds to the air of instability connected with many of these schools. Adequate information gathering services are necessary for providing critical information for a valid assessment of institutional needs. These and similar structures must also serve as the medium through which an institution communicates a factual picture to agencies and institutions from whom it desires assistance. Finally, adequate planning, management, and evaluation capabilities are needed for the development and operation of efficient management systems on which the day to day operation of the institution depends. Improvement in the system of management and the accuracy of evaluative techniques will depend upon the rectification of the above related deficiencies.

The five problems discussed above do not exhaust the list of those with which Black graduate schools must deal but they are at the center of the major difficulties which Black graduate schools chronically face.

IV. SOME QUESTIONS AND ANSWERS

Exploring together common problems and implications for the future, the Deans indicated during the Working Conference their responses to nine major questions as follows:

1. WHY BLACK GRADUATE EDUCATION? DURING THESE TIMES OF INTEGRATION, COMPLIANCE AND AFFIRMATIVE ACTION, WHY THE EMPHASIS ON BLACK GRADUATE EDUCATION?

Even a casual look at the development of Black people will reveal that higher education per se in the U.S. has not been sensitive to Black people's needs at the graduate level. It has been the historically Black graduate schools that have guided and nurtured college graduates who are Black. Black graduate schools have acquired and exercised the know how of making education relevant to Black disadvantaged people (and more recently low income and multi-national students).

The history of the Black struggle to gain admission to graduate schools at public institutions in the South prior to the 1954 Supreme Court decision is a story which appears to be forgotten by educational decisionmakers of our day. They overlook the Black graduate schools as viable forces in American society. For more than a century the Black graduate school provided the major source for advanced training for a significant number of disadvantaged people. These schools have been the embodiment of America's idealism at its best for today they are becoming increasingly multinational.

2. WHAT WILL BE THE ROLE OF THE BLACK GRADUATE SCHOOL IN PROVIDING NEW CAREER OPPORTUNITIES FOR ITS POTENTIAL CLIENTS?

Curriculums have to be attuned to the demands of the job market. First, however, let us be clear on the fact that the so-called Black graduate school serves a multicultural society. Several of the thirty historically Black graduate schools are predominantly "non-Black" in student body composition.

The thirty schools may be grouped into three major categories in terms of curricular development.

The first group is most advanced and comprehensive. Typically the Black graduate school is and has been teacher education oriented. These advanced institutions, while building upon teacher education, have expanded into doctoral and professional education programs beyond teaching careers. This group includes Howard University, Texas Southern University and Atlanta University.

The second group of Black graduate schools may be characterized as comprehensive with broad curriculum offerings similar to the three institutions in the first group. In fact these institutions by and large possess a growth ethic and will undoubtedly move into the first group. Presently they offer graduate and professional schooling at the master's degree level in business, accounting, urban planning, computer science, liberal arts and teacher education. One or more have law schools, schools of engineering and veterinary medicine. The educational specialist degree is offered in several of the schools.

It is in this middle group that new career thrust abounds. A number of communication programs are being devised for low income and minority graduate students.

These schools are responding to demands and needs of urban environments in terms of health delivery systems and revitalization of Black capitalism.

The third group, which is the largest of the groups, is made up of those schools primarily emphasizing teacher education. They are aware of the skill needs in an honored profession. They, too, are providing upward mobility and career opportunities for students.

The Black graduate schools remain national assets as they continue to increase the active participation of Black leaders in building a humane society for all citizens.

Although new educational doors have opened to Blacks, most Black teachers, medical and dental students, and students for law and business schools still come from historically Black colleges and universities. This situation is expected to continue for a long time to come. These Black schools have unmatched experience in recruiting Black students, in arranging needed financial aid and especially in providing the students handicapped by inferior earlier schooling the kind of graduate education which enables them to make their way in a competitive society. Unequaled also is the experience of these Black schools in getting the most out of severely limited financial resources.

On this record it is safe to predict that for years to come Black graduate schools will serve as centers of

educational and intellectual leadership for Black citizens. In summary, they constitute a vital educational resource for the nation.

3. IS THE LACK OF FINANCIAL AID A PROBLEM RELATED TO THE MAINTENANCE OF QUALITY EDUCATION AT BLACK GRADUATE SCHOOLS?

Definitely. Black graduate schools attached to historically Black colleges and universities are not in the mainstream where research grants and general support from the public and private sector abound. Title III of the Higher Education Act of 1965, as amended, addresses itself to remedying this position for the undergraduate institutions. The programs BIDP and AIDP* seek to provide these developing colleges and universities with the necessary financial support to diversify curriculums, to develop faculty, to strengthen student personnel services, to upgrade administrative capability and to establish planning management and evaluation (PME) capability. The graduate schools will have to piggyback upon advanced development at the undergraduate level due to the present legislation. Thus, Federal legislation and increased State support is urgently needed to facilitate parallel development of graduate programs at the Title III supported colleges and universities.

It is expected that as student financial aid from the Federal Government increases, graduate schools will be granted increased amounts of Federal support funds from the amounts granted the universities.

The financial aid offices at the Black colleges and universities are not allocating fair share of Federal work/study funds to the graduate students. The Office of Education figures suggest that only 5 percent of the funds are being utilized for graduate students in these institutions. The basic criterion for participating in the work/study program is that of need. The Office of Education could help in rethinking institutional priorities with respect to student aid allocations at these institutions.

4. WHAT IS UNIQUE AND VITAL ABOUT BLACK GRADUATE SCHOOLS?

Although for decades they have served Black students solely and predominantly, many of these institutions were never chartered as colleges and universities to serve a distinctive racial or socio-economic group. To be sure State schools in the South were established to serve Blacks only. Such was a legal imposition on the part of the State constitutions. However, the faculties and administrations of these schools have been leading proponents of an integrated society. Thus, Black graduate schools can and do figure prominently in helping the U.S. Office of Education implement its policies on affirmative action and desegregation. These institutions are making a significant contribution to the development of a pool of skilled personnel needed for affirmative action. By serving as multi-racial educational centers of advanced study, they represent practical models at the other end of the desegregation continuum.

Further, Henry Cobb has pointed out that the role model necessary for developing motivational bridges for Black students are usually found only in these schools. Programs at Black graduate schools serve to provide additional leverage for impacting minority communities with highly skilled personnel.

These schools serve as laboratories for human engineering. Over the years, they have been most humane and considerate of the disadvantaged circumstances of their student bodies. As evidence of their competency, tutorial models have been adapted and sanctioned by a number of programs promulgated by the U.S. Office of Education. A host of special service programs emulated were seriously tried and proven in the Black colleges and universities.

5. IS COMMUNITY SERVICE A HIGH PRIORITY AT BLACK GRADUATE SCHOOLS?

Yes. As long as the requests from the communities have been in keeping with their missions, the Black graduate schools have provided flexible services to communities throughout their regions. In some instances mission statements have been rethought in order to provide necessary social or economic services. Jackson State University, as one example, has conducted tuition-free leadership development institutes for twenty four years. Participants learn to discern community problems and to write proposals to solve these problems. More than one hundred participants have earned master's degrees principally because of the initial support and orientation granted by the institute. Atlanta University has brought the resources of its business administration program to bear upon transportation problems of the city of Atlanta. Morgan State and Texas Southern Universities have focused upon providing minority businessmen with technical economic assistance. Other programs are too numerous to relate here. Suffice it to say community service is a high priority at the Black graduate school. To be sure, the communities provide colleges and universities with laboratories where students intern and thereby receive pre-service experience.

6. ARE RESOURCES ADEQUATE AT THE BLACK GRADUATE SCHOOLS?

Perhaps they are not when compared (fiscal, physical and faculty) with their white counterparts in their

*Basic Institutional Development Program and Advanced Institutional Development Program.

regions. However, the thirty graduate schools are located on campuses with facilities worth more than a half billion dollars. What is definitely needed: Funds to provide facilities designated for graduate studies. Such are imperative to enhance programmatic efforts of graduate studies.

Although libraries are expanding rapidly to meet research needs of students and faculty, most do not meet minimum standards of the American Library Association.

Computer technology is spreading among the thirty institutions. The thirty schools have invested extensively in the area.

The faculties at the thirty Black graduate schools number 3000 scholars, many of whom earned their doctoral degrees from the country's most prestigious universities. In order to maintain and expand the quality of graduate instruction, funds will be needed to insure a cadre of well trained professionals. The percentage of doctors on the faculty is not satisfactory at a number of the institutions. In fact program expansion is limited at these schools due to this factor. Nevertheless, the faculty/student ratio is quite good. About one-fourth of the total faculty is non-Black.

Through considerable efforts on the part of chief administrators, faculty salaries remained regionally competitive. In a limited number of instances salaries at the Black universities are not competitive. However, it has been well documented that States are discriminating against Black faculties at State institutions. The total picture of faculty salaries at the thirty schools needs more careful study and analysis.

7. ARE BLACK GRADUATE SCHOOLS RESEARCH ORIENTED?

The response to this question is a qualified yes. Graduate education itself means both research training and production at the Black college and university.

Research activities at the Black graduate school have been severely underfinanced and understaffed. However, most recently Federal agencies have provided funds for significant research activity geared to the national interest. The private sector also has made substantial contributions to research activities in humanities and social science areas at the Black college and university, thereby enabling these institutions to make worthwhile practical and theoretical contributions to their immediate and distant communities.

8. HOW CAN WE JUSTIFY INCREASING MANPOWER PRODUCTION IN BLACK GRADUATE SCHOOLS?

We must constantly remind the policy makers that Blacks and low-income students are underemployed in many work areas of American life usually associated with graduate education. The percentage of Black students in graduate school is alarmingly low if the nation intends to reverse this underemployment situation. Any comparison of Blacks with whites in terms of graduate education achievement will reveal great percentage disparity.

The Black graduate schools wish to do their part in meeting the nation's priorities as expressed in Title III of the Higher Education Act of 1965 by:

(a) The provision of training in professional and career fields in which previous graduates of developing institutions are severely underrepresented;

(b) The addition of substantial numbers of graduates of developing institutions prepared for emerging employment and graduate study opportunities;

(c) The development of more relevant approaches to learning by utilizing new configurations of existing curriculums as well as a variety of teaching strategies;

(d) The development of new or more flexible administrative styles; and

(e) The improvement of methods of institutional effectiveness so as to increase the fiscal and operational stability of the institution and improve its academic quality.

We believe that Congress and the American people remain committed to providing graduate education opportunities for low-income and minority students.

Experiments have shown that test scores alone are not adequate predictors of success for minority students in either undergraduate or graduate school. Minorities have been aware of this from the inception of their schools. They have experimented with a number of variables postulated to predict success in graduate school. Black schools have considered the value of an open admission policy for low-income students to allow for student motivation, varied talents and compensatory teaching strategies. Such action has been predicated upon the absolute necessity to provide optimal opportunity for students who are *overlooked* by large colleges and universities.

Social adjustment is an important objective in American higher education. Statistics on attrition rates of minority students at predominantly white colleges and universities suggest a need for positive action to increase the retaining power of these institutions. *The Afro-American* weekly newspaper for February 4-8, 1975, relates that "many Black students in good academic standing still drop out of predominantly white colleges and universities because of endemic problems they face on campus." Dr. Henry Johnson, Vice-President for Student Services at the University of Michigan, points

out the kinds of problems some Blacks may face on white campuses. Johnson cites the following:

(1) uncertainty about the relevance of their courses to careers;
(2) feeling of social alienation and alienation from faculty;
(3) failure to take advantage of counselling;
(4) non-cooperative behavior;
(5) restricting oneself to social and intellectual contact with other Blacks.

He suggests some ways of solving such conflicts:

White institutions should encourage Black students to think through and establish priorities.

Colleges and universities should redouble their efforts in the areas of recruitment and financial assistance.

Some kind of inservice training may be needed for faculty members to help familiarize them with the needs, aspirations and abilities of the Black students they teach. . .

Finally, it is essential that the university see itself as a microcosmic community with all of the problems, the aches and pains of political strife and ideological confrontation; and the struggles and aspirations of its various citizens, whether students, faculty members or administrators.

Such problems needing action are common to all institutions in varying degrees. They must also be addressed in light of the fact that most minority students at the elementary and secondary levels today are *probably* reaping the ill winds of racial backlashes. Students are bringing their social alienation with them yearly as they enroll in the nation's colleges and universities.

9. WHAT PROJECTED ESTIMATES FOR GRADUATE EDUCATION AT PREDOMINANTLY BLACK COLLEGES AND UNIVERSITIES CAN BE MADE BASED ON CURRENT TRENDS?

(1) We project that with increased State support, graduate schools serving Blacks primarily will continue to expand and to grow. The seven privately supported Black graduate schools will continue to seek and obtain additional corporate and foundation gifts. They have proven track records, and consequently are assured of continued marginal support. Corporate and foundation gifts will be available to public and private predominantly Black institutions as they establish programs in new career areas such as business and public service. Federal legislation addressed to institutional support at the graduate level is needed to assure quality. One-time grants averaging one million dollars for the thirty graduate schools would place these schools in the mainstream of developed graduate education.

The Federal and State governments and foundations have invested huge amounts of funds at Black colleges and universities. Thus, there has been invested millions of dollars, providing resources which are readily available to help meet the nation's social and technical needs. Such support from all sources must continue and increase.

(2) A growing number of Black graduate schools will become increasingly multicultural.

A number of predominantly Black colleges and universities are located where they are readily accessible to low-income students. Racial policies have dictated the establishing of branches of white State institutions in these areas. The result has been wasteful duplication. Nevertheless, white enrollment at the Black schools continues to grow. Alabama A&M University at Huntsville has more than eighty percent white enrollment among its 2200 graduate students.

At Virginia State College this year, approximately 38% of the 286 master's degree graduates are non-Black.

In addition to their geographical accessibility for low-income students, on a whole, their student fees are within the financial ranges of the inhabitants of the regions. Special efforts will be continued by Black graduate schools to make scholarships available to multi-cultural students (American Indians, Spanish Speaking, Asian Orientals, etc.).

(3) The thirty predominantly Black graduate schools will remain national assets and safety valves for frustrated youth who are finding upward mobility opportunities of American heritage is most pronounced. The rising level of expectation of our youth is at an all time high. The Black graduate school is a strong source of hope.

(4) Enrollment in Black graduate schools will increase from approximately 22,000 in 1974-75 to more than 30,000 by 1980. In addition, these schools will confer around 6,500 graduate degrees during May and August of 1980. An increasing number of the enrollees and awardees will be non-Black. It can be documented that in spite of affirmative action programs, Black graduate enrollment at white schools is less than 5%. Moreover, undergraduate attrition rates of Blacks at white institutions remain high. However, the attrition rate of graduate students is low at predominantly Black graduate schools.

By the beginning of the next decade, the graduate schools serving Blacks primarily should emerge from academic "isolation" and enter into the mainstream of American higher education. Their administrators and faculty will take their rightful place in decisionmaking, learning, activism, and research. Their curriculums will become increasingly relevant, and of the highest quality.

More of their programs will be accredited by subject matter accrediting associations. Toward this end, the Conference of Deans of Black Graduate Schools will labor with the expectation of providing their member schools with mutual support so all can carry out their vital mission—providing a chance for higher education to many able and deserving students.

V. RECOMMENDATIONS

Based upon discussions of current problems and projected priorities the Working Conference of Deans of Black Graduate Schools submit the following recommendations for careful consideration by the Commissioner of Education:

General

- Establish a permanent liaison between the Deans of Black Graduate Schools and the Office of Education wherein facts and information can be established regarding–
  a. the particular strengths of these schools;
  b. their special need for improvement of the service, teaching, and research functions; and
  c. necessary funding for carrying out special projects and purposes of these schools.
- Encourage continuation of the Institutional Development Program to combat the tremendous lack of appropriate facilities where the Black school educator can expect to receive the necessary training to prepare him or her for the more responsible faculty or administrative positions.
- The Office of Education should review all existing educational programs designed to assist minority students to attain graduate degrees reflecting the entire range of services to Black students (including those on predominantly Black college campuses and those on predominantly white campuses).
- The Office of Education should enlist Black graduate schools with special incentives to investigate and propose solutions to some of the most pressing educational problems.

International Education

- The Office of International Education, OE, should provide special opportunities for Black graduate deans to interface directly with African universities so that mutually beneficial programs of study and exchange can occur between Black graduate schools and African universities.
- OE should encourage increased utilization of the educational specialities of the Deans focusing on specific foreign area programs.

Research

- Create a body of literature on graduate education in Black colleges and universities in addition to establishing a clearinghouse for the collection, analysis, and dissemination of statistical and program data related to the Black graduate school.
- Develop a definitive encyclopedia on Black graduate education covering history, cost projection, special programs, and cross-index of degree programs. This effort will reflect the real worth, strengths, and needs which can be met by both private and public controlled Black graduate schools and indicate curriculum and research opportunities within the Black graduate schools.
- Produce a trained cadre of Black researchers in highly technical fields of learning where significant contributions can be made to the States and nation.

Fiscal Assistance

- Federal funds administered by the Commissioner of Education should be committed to allocate resources for the programmatic efforts of these institutions.
- These allocated resources should be earmarked to assure that the desegregation of education (elementary, secondary, and higher education) will be done with an adequate pool of trained teachers and other persons who have been prepared to facilitate such arrangements.
- "Catch-up" money should continue to be made available to Black graduate schools to develop (a) outstanding graduate programs; (b) faculty fellowships for doctoral degrees in areas where holders are scarce; and (c) funds for student fellowships.
- Financial support of Black graduate schools should be provided through continuation *and* modification of Title III, Higher Education Act of 1965.
- Definitive financial aid for minority graduate education should be provided for student support, faculty-staff-administrator acquisitions, and facilities as the most critical areas of need in Black graduate education.

- Budget allocations for FY 77 and beyond, include basic considerations for the future role of these institutions in our pluralistic society.
- One-time award of funds so that Black graduate schools can help all who "come to us" for their educational development "...as it is time that Black graduate schools stop being class entities. The States will not close the gap. The Federal Government can."

Medical and Health Manpower Needs

- Establish progressive programs designed to alleviate anticipated problems in the area of health manpower development resources particularly directed to those who need them the most.
- Maintain in the OE an ongoing statistical analysis of needed categories of biomedical research, professional manpower and for education and related activities for the 80's.
- Review the way in which requirements for additional health manpower placed upon predominantly Black colleges for competent students will affect the need in the 80's.
- Increase the potential for adequate graduate educational programs in schools with limited resources through realistic interdisciplinary programs with potential for satisfying broader needs in the light of diversified health-sciences education associated with scientific and technological advances in nutrition, food labelling, environmental science, child development, and human ecology.

Alumni

- Facilities should be established to record the status of Black graduate school alumni indicating the leadership positions they have held or now occupy, service rendered (local, national, and international) and further evidence of the contribution of Black graduate schools to the nation.

Continuing Education Seminars For Federal Personnel

- The Federal Executive Institute sponsor a 2-day seminar for executives of the various agencies (which interface with graduate education) to meet with Deans of Black Graduate Schools. This would go much beyond a position paper and assist in understanding the needs and concerns of these schools.

National Committee and Advisory Board Appointments

- Appointment of Black university graduate school deans and other administrators under their direction to national and international boards where their particular competencies can be useful in the educational development of our country.
- Create an advisory council to the Office of Education composed of Black graduate deans (rotating basis) to–
  a. increase communication with graduate deans in Black schools through direct contact;
  b. enhance this communication by keeping Black graduate school deans abreast of whatever new developments occur in Washington which will help these deans advance their programs;
  c. support (through whatever means possible) those organizations whose primary goal is to lobby in behalf of graduate education in Black institutions.
  d. vigorously push those programs that will shuttle funds into the colleges for graduate students, e.g., graduate work/study, general scholarships and fellowships as well as grants for various types of significant research. The proportion of Blacks with graduate degrees is far below the ratio of graduate degrees held by the majority as reported in population educational attainment studies.

Cooperative Arrangements

- Black graduate schools should receive funding to enhance their strengths through cooperative arrangements, to reduce unwarranted and costly duplication, maximize use of faculty members, and promote student exchange between disciplines on a cross-institutional, and cross-enrollment basis.
- Encourage unlimited possibilities for promoting faculty exchanges (summer or sabbatical leave), cost-effectiveness experiments, administrative record keeping and forms analysis, and general administrative policy exchanges between Black graduate schools and between non-Black colleges and universities.
- Establish procedures for joint publication and dissemination of information, research data, and/or statistical and program data produced by Black graduate schools.

Projected Development (Thru 1980)

The Office of the Commissioner shall fund:

- Deans of Black Graduate Schools to produce a special five-year study to yield a data bank reflecting successes and failures in planning, management, and the evaluation of Black graduate schools through 1980.
- A study for exploring further development of continued quality graduate education in predominantly Black graduate schools.
- Ongoing research projects to codify and assess the unique program activities of the Black graduate schools.

The government shall show more concern for graduate programs in traditionally Black colleges. Many of the government programs in higher education are heavily slanted toward undergraduate education. (This has its advantages, for many students need this opportunity to get started.)

VI. OBSERVATIONS AND COMMENTS

Although no evaluative instrument was used to secure the opinions of the participants concerning their opinions of the Working Conference, the following observations seem to be representative:

1. At the close of the Conference the comments of the Deans were quite favorable as to the value of the sessions. A number of them indicated that although they were very busy preparing for spring Commencement and related activities, they felt that the time spent at the Conference was a worthwhile investment.

2. Dr. Preston Valien, Director of College and University Unit, Bureau of Post-Secondary Education, stated that "this Conference was one of the most significant meetings (to his Bureau) which had been held in the Office of Education in the last two years."

3. Dr. Bruce Fleming, Director of the Black Concerns Staff, U.S. Office of Education, indicated that he believed this Conference was of great importance because it provided an opportunity for the Deans of Black Graduate Colleges to have in-put in developing proposed legislation sponsored by the Office of Education.

4. Commissioner Bell invited the Deans to submit recommendations which will be considered by his staff for inclusion in proposed new legislation. An implication of the above is that this Conference may result in the development of a new awareness in the Office of Education as to the extent and quality of graduate education in predominantly Black institutions.

5. The Conference seemed to generate the development of (a) a closer relationship between Black graduate schools; (b) reveal a number of Black universities which should be considered as leaders in graduate education (particularly for doctoral programs); and (c) more definitely establish further linkages with key personnel in the U.S. Office of Education which should result in improved communication and working relationships.

The day in the U.S. Office of Education gave the Deans an opportunity to share their hopes, aspirations, and feelings with those officials who make educational policy. They recommend that such opportunities for deans of traditionally Black graduate schools be repeated.

VII. BACKGROUND READINGS

1. Elias Blake, Jr., et al. Institute for Services to Education Research Report. *Degrees Granted and Enrollment Trends in Historically Black Colleges: An Eight-Year Study.* Washington, D.C.: Institute for Services to Education, Inc., October 1974. 48 pp.
2. Henry Cobb, Editor, *Proceedings of the Conference of Black Graduate Schools.* Atlanta. October 1-2, 1973. Contains considerable data about the status of Black graduate schools.
3. Carnegie Commission on Higher Education, *From Isolation to Mainstream: Problems of the Colleges Founded for Negroes.* A report on recommendations, February 1971. Provides basic information and an outline about institutions with graduate work up to 1971.
4. Ford Foundation, *Four Minorities and the Ph.D.* Ford Foundation Graduate Fellowships for Blacks, Chicanos, Puerto Ricans and American Indians, October 1973. Cites the inadequacy of statistics by race and nationality on the candidates and recipients of doctoral degrees.
5. Graduate Division, University of California, *De loping Opportunities for Minorities in Graduate Education.* Proceeding of the Conference on Minority Education at Berkeley. May 11-12, 1973. An excellent compilation of problems related to minority education.
6. O. Clayton Johnson, "The Importance of Black Colleges." *Educational Record.* Spring 1971, pp. 165-170. Raises important questions about programs necessary for compensatory education and social development.
7. John D. Millette, "The Public Interest in Graduate Education," *Educational Record.* Spring 1974. Presents some practice questions about graduate education applicable to Black colleges and universities.
8. Midwestern Conference on Graduate Study and Research, *Proceedings of the Twenty-Seventh Annual Meetings,* Fairmont Roosevelt Hotel. March 21-23, 1971, pp. 51-55. President John A. Peoples, Jr. of Jackson State University outlines problems associated with graduate education for disadvantaged minorities.
9. National Board on Graduate Education. *Minority Group Participation in Graduate Education.* A report with Recommendations of the National Board in Graduate Education. Number Five. Washington, D.C., June 1976. Discusses status and contributions of Black graduate schools within the wider higher education context; analyzes concerns and views of faculty and administrators in these schools; and estimates effects of the historical isolation of these institutions in the mainstream educational system intensified by too little communication and cooperation among Black graduate schools.
10. National Association for Equal Opportunity in Higher Education. 2001 S Street, N.W. Washington, D.C. Not dated. Flyer gives a quick overview of all Black colleges and universities in the nation.
11. Office for Advancement of Public Negro Colleges, *A*
12. *Fact Book.* Atlanta, July 1969.
    Office for Advancement of Public Negro Colleges, *Historically Black Public Colleges, A Fact Book.*
13. Atlanta, March 1974.
    Office for Advancement of Public Negro Colleges, *Business Opportunities Unlimited for Investments in Public Negro Colleges.* Atlanta. National Association of State Universities and Land-Grant Colleges. October 1969. This pamphlet highlights the achievements and needs of the nation's Negro colleges. A list
14. of schools with computer equipment is given.
    Reginald Stewart, *Black Perspectives on State Controlled Higher Education,* The Mississippi Report. The Hay Whitney Foundation, January 1974. Gives a good account of the nature of public higher education
15. in Mississippi with its opportunities and limitations.
    Southern Education Foundation, *Ending Discrimination in Higher Education, A Report for Ten States.* Atlanta. November 1974. Gives a graphic presentation of the history and present status of higher
16. education discrimination.
    United Board for College Development, A Contemporary Response to a Century-long Concern. Atlanta. The Board promotes cooperative programs among 65 private Black colleges.

APPENDIX

PARTICIPANTS

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Virginia State College

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*Briefing Presentation

NOTES

HIGHLIGHTS OF PRESENTATIONS AND WORKSHOP SESSIONS OF THE WORKING CONFERENCE OF DEANS OF BLACK GRADUATE SCHOOLS

HIGHLIGHTS OF PRESENTATIONS AT OFFICE OF EDUCATION HEADQUARTERS, APRIL 28, 1975

I. Attending the Conference were 28 Deans of Black Graduate Schools, participants from the Office of Education, and observers from other Federal and nongovernment agencies, and selected faculty and administrators from Howard University.

II. Sessions held at the Office of Education featured remarks by Dr. Terrel H. Bell, U.S. Commissioner of Education; Dr. Willa B. Player, Director, Division of Institutional Development, Bureau of Postsecondary Education; and Dr. Bruce Fleming, Director, Black Concerns Staff, who served as Conference Coordinator and Moderator. Mr. Allen Jackson, Chief, Education Branch, Office of Management and Budget presented information regarding the Office of Management and Budget operations. Briefings were presented by other Office of Education officials regarding the specific role and mission of each of their units as follows:

Dr. Richard Rowe, Deputy Director
Division of Student Support and Special Programs

Mr. Edward Meador, Deputy Director
International Education

Mr. Phillip Burke
Regular Education and Deaf Branch
Bureau of Education for the Handicapped

Dr. Dick Hays, Acting Director
Office of Libraries and Learning Resources

Mr. S. W. Herrell
Acting Deputy Commissioner
Bureau of Postsecondary Education

Mr. Salvatore B. Corrallo, Director
Postsecondary and International Education Division
Office of Planning

Mr. Burton Taylor
Office of Civil Rights, Higher Education

Dr. Louis Venuto, Education Specialist
College and University Unit

III. Greetings were extended by Dr. Preston Valien, Director of College and University Unit, Bureau of Postsecondary Education, and Betty Ward, Assistant Director, Black Concerns Staff. Dr. Henry Cobb responded on behalf of the Deans of Black Graduate Schools.

IV. Dr. Fleming (Conference Coordinator and Moderator) set the tone of the meeting by indicating the purposes of the Working Conference. He indicated that this conference would facilitate policy guidance, counseling, and preparation of back-up statements for and amendments to current higher education legislation with particular reference to education at the graduate level. Commissioner Bell indicated in his remarks that he wanted the candid advice of the Deans on matters affecting graduate education. He felt that there should be a close working-together relationship in an effort to help solve some major problems. New legislation is needed which would affect Black graduate programs for years to come. Further, the Commissioner asserted that he was "inviting the Deans to submit recommendations which could be considered by his staff for inclusion in proposed new legislation. A retreat will be held within the next 30 days for this purpose." An implication of the above is that this Conference may result in the development of a new awareness in the Office of Education as to the extent and quality of graduate education in predominantly Black institutions.

V. Mr. Phillip Burke, Bureau of Education for the Handicapped, pointed out that they are funding 60 college programs, many of which are in Black colleges. He referred particularly to the $250,000 a year Howard University doctoral program which is being supported by the Bureau.

VI. Mr. Richard Rowe, Deputy Director, Student Support and Special Programs, indicated that many colleges and universities did not know that graduate students, as well as undergraduates, are eligible for work-study support. A show of hands by delegates indicated that most of their colleges and universities did not give such aid to graduate students.

VII. Other speakers furnished information pertaining to the significance of the Conference, library resources, and International Education.

VIII. Of great interest to the deans were the discussions of the Title III Programs (Higher Education Act), International Education, and the activities of the Office of Civil Rights.

HOWARD UNIVERSITY MEETING SITE–APRIL 29, 1976

In the second day of the Working Conference of Deans of Black Graduate Schools, discussions in a general session and workshop session at Howard University centered around the practical aspects of graduate school problems. The first general session featured addresses on the theme Current Trends and Future Directions for Graduate Programs by Dr. Boyd Page, President, Council of Graduate Schools in the United States; Dr. Phillip Butcher, Dean of Graduate Studies at Morgan State; and Dr. Prince Wilson, Vice-President for Academic Affairs of Atlanta University. The panel was chaired by Dr. Albert W. Spruill, Graduate School Dean, North Carolina Agricultural and Technical State University. A workshop session was conducted by Dr. Edward Hawthorne, Dean of the Graduate School, Howard University, and his staff. Brief notes from these remarks are indicated below.

I. In his major address, Dr. Page made the following comments:

> "The main job of graduate education is not to train people for a particular job. The well-trained student should have confidence to face that which is novel now and in the future. Our main concern is with quality which is very difficult to express, or measure. The central job of the Dean is to assess and stress what is quality in graduate education. The process is important.
>
> We must be able to defend the cost of our programs and determine whether they should be continued. Also, we should indicate what should be terminated. Some people determine costs based on the wrong reasons.
>
> There should be equality of opportunity for entrance, continuance and graduation. Emphasis on getting people 'in' may be a disservice.
>
> Deans need to rethink the process of graduate education, so that faculty as well as Deans can defend graduate education. Problems of residence, mission and admission are still unresolved."

Dr. Page felt that the role of the graduate dean is to do better the job he is expected to do. He is torn between two positions: (1) to decide how we can maintain graduate institutions of quality despite the fact that funds are decreasing; and (2) how to prepare individuals for specific roles, but broadly with experiences that will be useful. Other considerations for the Dean in future directions of graduate education includes expressing (1) what is valuable in the field; (2) concern for cost and cost effectiveness; (3) how to achieve equality of opportunity; and (4) concern about rethinking the role of graduate education.

II. President Cheek emphasized the under-representation of Blacks in graduate and professional education, and the need to increase their number.

For the proposed fall conference of the Deans on "New Priorities in Graduate Education" he suggested that consideration be given to the problem of developing a climate on our campuses which would be more favorable to intellectual development. Such an atmosphere is needed greatly to stimulate research and scholarly work of students and faculty.

Dr. Cheek commended the Deans for trying to do something together rather than alone and indicated that the tremendous task has been charted for us for we have barely scratched the surface in graduate education.

The Howard University President suggested at least three priorities in graduate education. They are: the development of essential components for research and participation in intellectual development, promotion of education for the solution of urban problems and that graduate education should prepare individuals for high level roles in the society.

He suggested that another area for priority consideration should focus on the problems of urban centers in the United States. He indicated that the complexities of the intertwined deteriorating urban conditions require the contributions of graduate education as well as that of local, State, and Federal government.

President Cheek concluded with the suggestion that attention be directed toward strategies and procedures necessary to increase greatly the number of Black students in graduate and professional education.

III. Dean Butcher centered his thinking on graduate education, purposes, processes, and potentials. He felt that our directions for the future should be concentrated in strengthening master's degree programs and (in some

instances) planning doctoral programs - how we may do these despite the myth of over production of doctoral degrees and declining finances, developing informal ways of innovations, and deciding on special services we can render.

IV. Finally Vice-President Wilson suggested that we must look at graduate education as we look at any other element of the society and make sure we are doing what we are designed to achieve. He deplored the fact that we are forced into career education and not enough concern is given to the minds of students. Black graduate education, like white graduate education, Dr. Wilson contended, is related to the impact of other community agencies and he challenged the Black graduate schools to unite.

V. Dean John Handy of Hampton Institute aroused great interest among the participants with his presentation of *The Graduate School and Legal Problems: A Case Study*.

VI. In the workshop session conducted by Dr. Edward Hawthorne, Dean, Howard University Graduate School, five groups were formed to make suggestions for (a) a future National Conference on "New Priorities in Graduate Education," and (b) recommendations to be presented to the U.S. Commissioner of Education. A compilation of these recommendations is a part of this Report.

VII. Dr. Herman Branson, President, Lincoln University, Pa., briefed the Conference indicating the need for the Deans to submit a position paper for publication by the National Board of Graduate Education. Discussion was focused on content and purpose and length of the paper.

VIII. Dr. Andrew Billingsley, President-elect of Morgan College discussed the increased need for graduate education in Black colleges.

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